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ABSTRACT

This CRitical Issue Bibliography (CRIB) Sheet focuses on issues related to part-time and adjunct faculty. It is clear that part-time faculty are now a substantial entity within academe and need to be understood better. This CRIB sheet lists resources that address: (1) trends in contracts, numbers, or conditions of part-time faculty; (2) issues such as quality teaching, advising, and governance; and (3) the impact of this growing category of employee on commitment, learning, and the community. The annotated bibliography contains 27 sources, all of which are in the ERIC database. (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Part-Time and Adjunct Faculty

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Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
Part-Time and Adjunct Faculty

The percentage of part-time faculty in academe has risen dramatically over the last ten years. Campuses have restructured to respond to market forces and concerns over the rising cost of higher education. It is clear that part-time faculty are now a substantial entity within academe and need to be better understood.

As a result of this growth in adjunct and part-time faculty, a new journal titled *Adjunct Info: A Journal for Managers of Adjunct and Part-time Faculty* has emerged to address these issues and trends, and to provide assistance to adjunct faculty or those managing adjunct faculty. The American Association of University Professors and the National Education Association have begun to make the rights and status of part-time and adjunct faculty a priority at national conferences, and a major concern in their policymaking, lobbying, and literature. The impact of the growth of adjunct faculty is mostly unexplored; some research, case studies, and model institutions provide direction in this under-examined area.

This CRIB sheet lists resources that address: 1) trends in contracts, numbers, or conditions of part-time faculty; 2) issues such as quality teaching, advising, and governance; and 3) the impact of this growing category of employee on commitment, learning, and the community.

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Trends

ED436987
Jackson, Maureen (1999). *Study of the employment status of faculty at Maryland public campuses.* Annapolis, MD: Maryland Higher Education Commission.
During the last decade, concerns have been raised regarding the national increase in temporary and part-time appointments for faculty with an accompanying decrease in permanent full-time faculty. This report reviews trends in the employment of full- and part-time faculty at Maryland's public colleges and universities between 1981 and 1998.

EJ599557
Burgan, M., Weisbuch, R., & Lowry, S. (1999). A profession in difficult times: The future of faculty. *Liberal Education, 85,* 4, 6-15.

This article analyzes data from a survey of full-time, non-tenure track faculty. It finds an increase in new staffing patterns that use full-time faculty on term contracts at both two- and four-year institutions. It identifies forces stimulating these changes, but notes worrisome evidence of a two-class faculty at many institutions.

EJ584081
Balch, Pamela. (1999, Spring). Part-time faculty are here to stay. *Planning for Higher Education, 27,* 3, 32-41.
This article looks at the increased use of part-time faculty in colleges and universities as a trend that will persist.

ED403807
Lee, John. (1997, January). Part-time employment in academe. *NEA Higher Education Research Center Update, 3,* 1.
Using data from the National Center for Education Statistics 1993 survey of colleges and universities, this report reviews the frequency of part-time employment in higher education in the context of concerns about the culture of the institution and important finance issues.

ED400766
Baldwin, Roger G., & Chronister, Jay L. (1996, September). Full-time non-tenure-track faculty. *NEA Higher Education Association, 2,* 5.
Non-Tenure-track (NTT) faculty represent a significant and growing element of the American academic profession. Data from the 1993 National Study of Postsecondary Faculty (NSOPF-93) illustrate where and in what program areas NTT faculty work, and show that women and minorities are more heavily represented among NTT faculty, than full-time tenured and tenure-track professors. NSOPF-93 data reveal that most NTT faculty are reasonably satisfied with their immediate jobs, although salaries, job security, and opportunities for growth are sources of dissatisfaction.

EJ497801
Brodie, James Michael. (1995, January/February). Whatever happened to the job boom? *Academe, 81,* 1, 12-15.
Challenges in college faculty employment patterns since the 1970's are examined, focusing on the current lack of available positions, increased use of part-time faculty, dual appointments, racial/ethnic and gender distribution among college teachers, and growth in class size.

EJ486682
Leslie, David W., & Gappa, Judith M. (1994, Summer). Education's new academic work force. *Planning for Higher Education, 22,* 4, 1-6.
Results of a study of a part-time college faculty (a growing population that now constitutes more than 35% of teaching faculty in the US) provide a profile of their characteristics, motivations, employment patterns, and relationships with their institutions. Suggestions are made for colleges and universities to adapt their policies to this trend.

ED375792
Zimbler, Linda J. (1994, October). *Faculty and instructional staff: Who are they and what do they do?* National Center for Education Statistics.
This is the first released publication from the 1993 National Study of Postsecondary Faculty (NSOPF-93), a study about faculty and instructional staff in higher education institutions. Through text, tables, and figures, it analyzes the number and representation of faculty and instructional staff, employment status, principle activity/discipline, and racial/ethnic representation in the various teaching disciplines.

Issues

EJ599495
Schneider, Alison (1999, Dec. 10). To many adjunct professors, academic freedom is a myth. *Chronicle of Higher Education; 46*, 16, A18-A19.
Reports that adjunct faculty, which accounts for half the professoriate, does not have academic freedom and can lose jobs for such usually protected activities as teaching controversial material, fighting grade changes, or organizing unions. Accounts of such activities are offered from Jefferson Community College (Kentucky), Chestnut Hill College (Pennsylvania), and Colorado Mountain College.

ED417670
Grieve, Donald, (Ed.). (1994-1997). *Adjunct info: Journal for managers of adjunct and part-time faculty, 3-5.*
This is a collection of 12 journal issues; the journal features articles, editorials, columns, teaching tips, and suggested resources related to management of adjunct and part-time faculty.

ED417686
Grenzke, Janet. (1998, March). Part-time faculty. *Quality Issues, 4,* 2.
This publication presents 14 graphs, based on data provided from interviews with 800 part-time college faculty, 396 union members, and 404 non-members.

EJ486683
Sommer, Barbara. (1994, Summer). Recognizing academe's other faculty. *Planning for Higher Education, 22,* 4.
To better represent the growing population of non-tenure-track and part-time faculty, this publication recommends establishing a formal organization for part-timers; appointing a part-time member to the central administrative team; and providing awards, leaves, and regular professional development opportunities for this group.

ED358756
Gappa, Judith M., & Leslie, David W. (1993). *The invisible faculty. Improving the status of part-timers in higher education.* San Francisco: Jossey Bass.
This book examines the practices that support and enhance the value of part-time faculty both in and outside the college classroom, offering 43 specific recommendations to help institutions plan and manage their part-timers, develop fair employment policies, and

invest in part-timers as valued human resources, that enhance the quality of overall education.

EJ465633
Horner, S. Scott. (1993, June). Nonrenewal of part-time faculty. *Business Officer, 26,* 12, 36-38.
Recent court decisions are challenging the common assumption that a part-time faculty member on a one-term contract has no right to continuing employment. The renewal or dismissal of part-time faculty should not be treated casually.

EJ462741
Rajagopal, Ingdhu., & Farr, William D. (1993, Winter/Spring). Mediative roles for management: Collective bargaining with part-time faculty. *Journal for Higher Education Management, 8,* 2.
A discussion of collective bargaining for part-time college faculty, using research conducted in Canada and the US, specifically the case of York University (Canada) to examine the politics of collective bargaining and the mediative roles assumed by management.

EJ445984
Burns, Margie. (1992, Spring). Women, part-time faculty, and illusion. *Thought and Action, 8,* 1, 13-28.
This article challenges the existing work-place illusion that each of the thousands of women now teaching, writing, and other service courses for inadequate pay, benefits, recognition, and job security is doing so only because of her own choices or misjudgements. This illusion must be dispelled; exploitation is at the center of this phenomenon.

EJ437941
Nance, Guinevera., & Culverhouse, Renee. (1992, Winter). The hidden costs of part-time faculty. *Planning for Higher Education, 20,* 2, 30-38.
As colleges face budget reductions, they must consider the substantial hidden costs of unemployment benefits for terminated part-time faculty. Planning a sound program of benefits management that includes cost containment, requires the cooperation of the personnel director, the chief financial officer, and the chief academic officer.

EJ445985
Thompson, Karen. (1992, Spring). Piecework to parity: part-timers in action. *Thought and Action, 8,*1, 29-37.
The process and results of establishing collective bargaining for Rutgers University's (New Jersey) part-time faculty, largely women, are discussed. Negotiations for the achievement of parity with full-time faculty through pro rata benefits and salaries, the most contested issue, are described briefly, focusing on administrative resistance.

Impact

EJ611512
Gappa, Judith M. (2000, Spring). The new faculty majority: Somewhat satisfied but not eligible for tenure. *New Directions for Institutional Research; 27*, 1, 77-86.
Discusses the employment conditions and levels of satisfaction of the increasing numbers of full- and part-time college faculty members ineligible for tenure. Recommends extension of academic freedom, a reasonable amount of job security for all faculty, inclusion of tenure-ineligible faculty members in governance, and basing faculty rewards and recognition on productivity rather than tenure status.

EJ577664
Leslie, David W. (1998, Win). New directions for research, policy development, and practice. *New Directions for Higher Education, 26,* 4, 95-100.
Issues concerning the increasing use of part-time and adjunct faculty in higher education that must be addressed include the need for research on faculty work, jobs, and careers and on the institutional setting for part-time employment.

EJ565323
Pisani, Anoush M., & Stott, Nathan. (1998, April). An investigation of part-time faculty commitment to developmental advising. *Research in Higher Education, 39,* 2, 121-42.
A study in a private, urban university investigated characteristics and attitudes of part-time faculty relating to developmental advising for college students. Results indicate that years of association with the institution positively affect faculty engagement in developmental advising.

ED416728
Jonas, Peter M., & Weimer, Don. (1997, March). *Do part-time faculty fully understand the values of an institution? If not, what can be done about it?* Paper presented at the Annual Meeting of the Association for Institutional Research, Orlando FL.
This study compared the full-time and part-time faculty at Cardinal Stritch College with each other and against national norms in regard to goals and attitudes toward their institution. Similarities and differences with national norms in regard to professional goals are reported and discussed.

EJ537173
Parry, Arthur E., & Horton, Marshall J. (1997, Winter). The fall and rise of the faculty: Product development in lean times. *Journal of Continuing Higher Education, 45,* 1, 15-21.
Part-time faculty are critical in providing a sense of the marketplace to guide curriculum improvement. If adjuncts are not given a greater role, market forces will dictate curriculum change, albeit slowly and inefficiently.

EJ534374
Rhoades, Gary. (1996, November/December). Reorganizing the faculty workforce for flexibility: Part-time professional labor. *Journal of Higher Education, 67,* 6, 626-59.
Content Analysis of the collective bargaining agreements of 183 higher education institutions found extensive managerial discretion and limited professional constraints

regarding the use of part-time faculty, in appointment/release workforce actions such as entrenchment, and the ratio of part-time to full-time faculty.

~~Helpful~~ Resources

ED451735
Greive, Donald E., Ed., & Worden, Catherine A., Ed. (2000). *Managing adjunct & part-time faculty for the new millennium.* Elyria, OH.
The contributions in this book address issues related to the management of part-time and adjunct college faculty members, including the impact of new technology, and provide information necessary for effective management in the future. The chapters are: (1) "A Vision of the Future--From the CEO"; (2) "Managing Adjunct and Part-Time Faculty in the New Millennium"; (3) "Orientation of Adjunct and Part-Time Faculty: Exemplary Models"; (4) "A Comprehensive Faculty Development Program" ; (5) "Ethical Implications for Adjunct Faculty"; (6) "Legal Issues in Higher Education for Adjunct Faculty"; (7) "The Academic Manager: Five Steps to Parity"; (8) "Distance Education Technology: What the Adjunct Manager Needs To Know"; (9) "Management of Adjunct Faculty on Branch and Off-Campus Sites"; (10) "Evaluation of Adjunct Faculty in a Process for Effectiveness"; and (11) "Maintaining Quality in Higher Education Institutions".

ED399882
Bianco-Mathis, Virginia, & Chalofsky, Neal. (1996). *The adjunct faculty handbook.* California: Sage Publications.
This book presents 11 author-contributed chapters concerning the role of adjunct college faculty, ways that such faculty members can obtain resources to maximize their effectiveness, and relationships of adjuncts with other faculty and the administration.

ED402580
Price, Carol. (1995, March). *Building a community discourse for a writing program: Creating a handbook and a common experience teaching program for adjunct faculty.* Paper presented at the Annual Meeting of the Conference on College Composition and Communication, Washington DC.
According to this paper, adjunct professors, who are now used widely to teach the majority of elementary composition courses for freshman, are often underpaid, overworked, and undertrained. To encourage teaching approaches informed by the most current theories, a one-day orientation practicum was organized, along with monthly workshops, and the writing of a short, concise handbook. The monthly workshops grew out of the one-day orientation, and the handbook, in turn, grew out of the workshops. Its organization was geared towards the faculty who would be using it.

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